

Archived Information

**U.S. Department of Education
Office of Safe and Drug-Free Schools
Elementary and Secondary School Counseling Programs**

Application Deadline: March 19, 2004



**Frequently Asked Questions
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**Information and Application Procedures for Fiscal Year 2004
OMB No. 1890-0009 Expiration Date: 06/30/2005**

CFDA # 84.215E

[Date]

Dear Colleague:

Thank you for your interest in the Elementary and Secondary School Counseling Programs (CFDA 84.215E) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

This grant competition will provide funds to local educational agencies (LEAs) to help develop promising and innovative approaches for initiating or expanding elementary school counseling programs. Applicants are encouraged to use the funds received under this competition to support the collaboration and coordination of public and private programs that serve the mental health needs of students.

Thank you for your interest in the Elementary and Secondary School Counseling Programs. We look forward to receiving and reviewing your application.

Sincerely,

William Modzeleski
Associate Deputy Under Secretary

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I. General Information

Overview

We will award grants under this competition to establish or expand elementary school counseling programs, with special consideration given to applicants that can demonstrate the greatest need for counseling services in the schools to be served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination.

Authority

This grant program is authorized under Title V, Part D, Subpart 2, Section 5421 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110).

Note to Applicants

This is a complete application package for grants to local educational agencies to establish or expand elementary school counseling programs. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant.

The official document governing this competition is the Notice Inviting Applications published in the Federal Register on February 3, 2004. This notice also is available electronically at: www.ed.gov/legislation/FedRegister and www.access.gpo.gov/nara.

The CFDA number and alpha suffix for this competition (84.215E) should be clearly indicated in Block #4 of the Standard Form 424.

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this application package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance))
- 34 CFR Part 85 (Governmentwide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR Part 299 (General Provisions)

Eligibility

Eligible applicants for this grant program are local educational agencies (LEAs). **Note:** Section 5421(g)(2) of ESEA requires that for any fiscal year in which the amount available for this program is less than \$40,000,000 the Secretary makes grants to LEAs only to establish or expand counseling programs in elementary schools. The FY 2004 appropriation for this program is \$33,799,400. Therefore, under this competition applicants must propose projects that establish or expand counseling programs only in elementary schools.

Project Period

The project period for this grant is 36 months (3 budget periods of 12 months each). Projects will be funded for one year with an option for two additional years, contingent upon substantial progress and the availability of future funds. **Note:** Applicants requesting three-year projects must submit ED Form 524 and a detailed budget narrative for each of the three years in order to be eligible for funding each year.

Estimated Award Information

We estimate that we will make 35 new awards, ranging from \$250,000 - \$400,000, depending on the scope of work proposed. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant. **Note:** A grant award under this competition shall not exceed \$400,000 for any fiscal year.

Application Due Date

All applications must be postmarked on or before March 19, 2004 in order to be eligible for review. Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 PM Eastern Time (ET) on March 19, 2004. Applications may also be submitted electronically through the Department's e-Applications pilot. Applications may not be emailed or faxed.

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under e-Applications.

Paperwork Burden Statement

According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimate to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the

time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW Room 3E318, Washington, DC 20202-6450.

II. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service deliver, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listen in the plan, are:

GOAL 1: Create a culture of achievement

GOAL 2: Improve student achievement.

GOAL 3: Develop Safe Schools and Strong Character.

GOAL 4: Transform Education into an Evidence-Based Field.

GOAL 5: Enhance the quality and access to Postsecondary and Adult Education.

GOAL 6: Establish Management Excellence.

The Secretary has established the following performance measures for assessing the effectiveness of the Elementary and Secondary School Counseling Programs:

- (1) the percentage of grantees closing the gap between their student/mental health professional ratios and student/mental health professional ratios recommended by the American School Health Association will increase; and
- (2) the number of referrals/suspensions for disciplinary reasons for students receiving counseling under the program will decrease.

These two measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these two outcomes in conceptualizing the design, implementation, and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their annual performance reports about progress toward these goals. The Secretary will also use this information to respond to reporting requirements concerning this program established in Section 5421(f) of the ESEA.

III. TIPS FOR APPLICANTS

A. Before you Begin

- Read this application package carefully and make sure you follow all of the instructions
- Use the tools we have provided to help you including
 - Frequently Asked Questions in this application package
 - How to apply for a grant on our web site at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>
- Ask questions of the program contact if you don't understand how to proceed. Technical assistance will be provided about what is and is not allowable under this program.

B. Preparing your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so staff can easily determine how the funds will be spent.
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use e-applications, follow the instructions on the e-Application web site. Because unanticipated problems can occur, we encourage you not to wait until the last minute to finalize your application.

D. What Happens Next?

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number if you need to contact us about your application.
- OSDFS staff screens each application to ensure that all program eligibility requirements are met and all forms are included.
- Your application will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.

- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the peer review comments. Peer review comments will be sent to the authorized representative identified on ED Form 424 and will not be sent to personal post office boxes or home addresses.

IV. GENERAL INFORMATION AND REQUIREMENTS

Grantee Meetings

All applicants must budget for yearly attendance by two persons at the annual grantee meeting (two days) and the OSDFS National Conference (three days). These meetings will usually be held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

Administrative Cost Cap

Not more than 4 percent of the grant award amount for any budget period may be used for administrative costs. Applicants are encouraged to review EDGAR Section 80.3 for a definition of administrative requirements.

Maximum Award Cap

A grant awarded under this program may not exceed \$400,000 for any fiscal year. Applicants should not submit budgets that exceed this statutory cap for any budget period for which they are requesting funding. Applicants that submit any annual budget that exceeds this cap may be ruled ineligible if their proposed project cannot be implemented for \$400,000 or less.

Definitions

The following definitions apply to this competition:

Local educational agency -- a public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for, public elementary or secondary schools. Additional information can be found in EDGAR Part 77.

Elementary school -- an elementary school is a day or residential school that provides elementary education, as determined under State law (EDGAR Part 77).

Child and adolescent psychiatrist -- an individual who (a) possesses State medical licensure; and (b) has completed residency training programs in both general psychiatry and child and adolescent psychiatry.

Other qualified psychologist -- an individual who (a) has demonstrated competence in counseling children in a school setting and (b) who is licensed in psychology by the State in which the individual works; and (c) practices in the scope of the individual's education, training, and experience with children in school settings.

School counselor -- an individual who (a) has documented competence in counseling children and adolescents in a school setting and who is (b) licensed by the State or certified by an independent professional regulatory authority; (c) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or (d) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

School psychologist -- an individual who (a) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting and (b) is licensed or certified in school psychology by the State in which the individual works; or (c) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and

School social worker -- an individual who (a) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) is licensed or certified by the State in which services are provided; or (c) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

Statutory Requirements

The statute requires each project assisted under this program to—

- (1) be comprehensive in addressing the counseling and educational needs of all students;
- (2) use a developmental, preventive approach to counseling;
- (3) increase the range, availability, quantity, and quality of counseling services in elementary schools of the local educational agency;
- (4) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;
- (5) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision making, academic and career planning, or to improve peer interaction;
- (6) provide counseling services in settings that meet the range of student needs;
- (7) include in-service training appropriate to the activities funded under this program for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;
- (8) involve parents of participating students in the design, implementation, and evaluation of the counseling program;
- (9) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;
- (10) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;
- (11) ensure a team approach to school counseling in the schools served by the LEA by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and
- (12) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

The statute also requires each grantee to—

(1) assure that the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students; and

(2) assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, counseling service providers, and community leaders to advise the LEA on the design and implementation of the counseling program.

A form containing these assurances is included in this package in Section X, Authorizing Statute and Forms. A similar form is available in the materials for electronic submission of applications under this program.

V. APPLICATION INFORMATION AND SELECTION CRITERIA

Background

The Elementary and Secondary School Counseling Program will provide funds to allow elementary schools to expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs. The emphasis of the program is on counseling services that focus on prevention and early intervention services for elementary school students.

During elementary school, students develop attitudes concerning school, self, peers, social groups, families, critical life skills, and character values. Elementary school counseling services can contribute to the personal growth, educational development, and emotional well being of students. Research suggests that high quality counseling services can have long-term effects on a child's well being and can prevent a student from turning to violence and drug or alcohol abuse. High quality school counseling services also can improve a student's academic achievement. Studies on the effects of school counseling have shown positive effects on students' grades, classroom disruptions, and teachers' ability to manage classroom behavior effectively. High quality school counseling services can also help in addressing students' mental health needs.

Elementary and Secondary School Counseling Programs will provide resources to enable schools to develop promising and innovative approaches for initiating or expanding elementary school counseling. This program will support the hiring and training of qualified school counselors, school psychologists, child and adolescent psychiatrists, and school social workers, for elementary schools; provide greater student access to beneficial counseling services; and help identify effective strategies for providing counseling services to elementary school students that show potential for replication and dissemination.

The statute requires that we give special consideration to applications that demonstrate the greatest need for new or additional counseling services, that propose the most promising and innovative approaches for initiating and expanding school counseling, and that show the greatest potential for replication and dissemination. We are implementing this requirement by providing a significant emphasis on these three issues in the selection criteria described later in this application package.

Absolute Priority

For FY 2004 this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority. This priority is: the establishment or expansion of elementary school counseling programs. Under 34 CFR part 77, an elementary school is a day or residential school that provides elementary education, as determined under State law. Applicants must also address the requirements in Section 5421 (c)(2) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. A copy of the statute authorizing this competition is included in this application package in Section X, Authorizing Statute and Forms.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. **[Note: The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion.]**

- 1) Need for Project - 25 points
- 2) Significance - 15 points
- 3) Quality of the Project Design - 30 points
- 4) Quality of the Project Personnel - 10 points
- 5) Quality of the Project Evaluation - 20 points

1. Need for Project (25 points)

In determining the need for the proposed project, the following factors are considered:

- A. The magnitude of the need for services to be provided or the activities to be carried out by the proposed project. (15 points)
- B. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

Notes: Reviewers will look at the magnitude of the need for counseling services among the target population. Applicants must describe the school population to be targeted by the grant, the counseling needs of that population, and the current school counseling resources available for meeting identified counseling needs.

2. Significance (15 points)

In determining the significance of the proposed project, the following factors are considered:

- A. The likelihood that the proposed project will result in system change or improvement. (5 points)
- B. The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field. (5 points)
- C. The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings. (5 points)

Notes: Reviewers will look for evidence that the project activities will lead to system change or improvement in the quality and effectiveness of counseling services. They will also consider the extent to which the proposed project reflects promising and innovative approaches for initiating or expanding school counseling, and demonstrates potential for replication and dissemination to other schools or school districts.

3. Quality of the Project Design (30 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)
- B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified. (5 points)
- C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)
- D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

Notes: Reviewers will look for clearly described activities, services, and training to be provided by the program and the specific approaches to be used to meet the counseling needs of the target population, including those of diverse cultural populations, if applicable. Reviewers will also consider the extent to which the proposed projects will involve community groups, social service agencies, and other public and private entities in collaborative efforts to enhance the counseling program and promote school-linked services integration.

4. Quality of Project Personnel (10 points)

In determining the quality of personnel for the proposed project the following factors are considered:

- A. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)
- B. The qualifications, including relevant training and experience, of key project personnel. (5 points)

Notes: Reviewers will look for evidence that the applicant has the personnel qualified to develop, implement, and administer the proposed project, including the project evaluation.

5. Quality of the Project Evaluation (20 points)

In determining the quality of the evaluation for the proposed project, the following factors are considered:

- A. The extent to which the methods of evaluation are thorough, feasible, measurable, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)
- C. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Notes: Reviewers will look for a detailed description of the evaluation plan that includes the methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results (GPRA) measures established for this program.

VI. APPLICATION CONTENTS

Preparing the Application

A completed application for assistance under this competition consists of two parts:

- (1) a detailed narrative description of the proposed project and budget, and
- (2) all forms and assurances that must be submitted in order to receive a grant.

A panel of non-Federal readers with experience in school-based counseling, prevention programs, or other youth development expertise will review each eligible application submitted by the deadline.

The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

Organizing the Application

An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. The Department strongly discourages applicants from using “form” applications or proposals that address general rather than specific local needs.

We recommend that applicants organize the information in their application in the following order. All pages should be number consecutively to make review and evaluation easier. Applications should be double-spaced and printed on one side of the paper.

1. Application for Federal Assistance (ED Form 424): Use the Application for Federal Education Assistance (ED Form 424), or a suitable facsimile, to cover the original and each copy of the application.

2. Table of Contents: Include a Table of Contents with page references.

3. Abstract: Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) a brief summary of the project goals and objectives; (2) the intended outcomes of the project; and (3) the theoretical or research basis for the project. Clearly mark this page with the applicant’s name as shown in Item 1 of ED Form 424 and the title of the project as shown in Item 13 of the same form.

4. Narrative: Narratives should be no more than 25 double-spaced pages. Font size should be no smaller than 11-point type. Narratives must contain evidence that the applicant meets the absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Sections IV and V for a discussion of the selection criteria and the chief considerations for this specific competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative.

5. Budget Form: Use the Budget Information Form (ED Form 524, Section A) provided in the Appendix of this application package to prepare a budget for the funded project period. **Note:** A budget must be submitted for each year in which funds are requested. Failure to supply a budget for each year of the project will result in no funding for those years. This competition does not require a matching contribution from the applicant.

6. Budget Narrative: Include a detailed budget narrative that supports and explains the information provided in the Budget Information Form (ED Form 524). Use the same budget categories as those on the ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the program, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year as shown on the Budget Information Form.

7. Appendices: Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

8. Assurances and Certifications: Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signatures of the person authorized to sign for the institution, and must be included in the application package. **Note:** If 1(b) of Form ED 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and mark not applicable (NA) on the face. ED Form 80-0013 three-in-one form will be used only for lobbying certification. (We have crossed out the two obsolete certifications for Drug-Free Workplace and Debarment and Suspension.).

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1801-0004. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E300, Washington, DC 20202-6123.

VII. APPLICATION SUBMISSION PROCEDURES

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday (Washington, DC time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesday for maintenance (Washington, DC time). Any modifications to these hours are posted on the e-Grants Web site.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

Applications Delivered by Mail

Applications sent by mail must be addressed to:

**U.S. Department of Education
Application Control Center
Attention: (CFDA # 84.215E)
Room 3671
Regional Office Building 3
400 Maryland Avenue, SW.
Washington, D.C. 20202-4725**

Applicants must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service

Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the mailing of the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493.

You must indicate on the envelope and—if not provided by the Department—in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 11/30/2004)) the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.

If your application is late, we will notify you that we will not consider the application.

Applications Delivered by Hand/Courier Service

An application that is hand-delivered must be taken to:

**U.S. Department of Education
Application Control Center
Room 3671
Regional Office Building 3
7th & D Streets, SW.
Washington, D.C. 20202-4725**

The Application Control Center accepts deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, D.C. time), except Saturdays, Sundays and Federal holidays.

The Center accepts application deliveries must use the D Street entrance only. A person delivering an application must show identification to enter the building.

Copies of Applications

An original and two copies of an application for an award must be mailed or hand-delivered by the application deadline date unless it is submitted electronically.

VIII. INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. **Note: A copy of the applicant's letter to the State Single Point of Contact must be included with their application.**

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by May 18, 2004, at the following address: The Secretary, EO 12372—CFDA #84.215E, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on May 18, 2004. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single Point of Contact. If your organization is located within one of these States, it is exempt from this requirement.

State Single Points of Contact

<u>ARKANSAS</u> Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Admin. 1515 W. 7th St., Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 Fax: (501) 682-5206 tlcopeland@dfa.state.ar.us	<u>CALIFORNIA</u> Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 Fax: (916) 323-3018 state.clearinghouse@opr.ca.gov
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<p><u>DELAWARE</u> Sandra R. Stump Executive Department Office of the Budget 540 S. Dupont Highway, 3rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 Fax: (302) 739-5661 sandy.stump@state.de.us</p>	<p><u>DISTRICT OF COLUMBIA</u> Luisa Montero-Diaz Office of Partnerships and Grants Development Executive Office of the Mayor District of Columbia Government 441 4th Street, NW, Suite 530 South Washington, DC 20001 Telephone: (202) 727-8900 Fax: (202) 727-1652 opgd.eom@dc.gov</p>
<p><u>FLORIDA</u> Lauren P. Milligan Florida State Clearinghouse Florida Dept. of Environmental Protection 3900 Commonwealth Blvd., Mail Station 47 Tallahassee, Florida 32399-3000 Telephone: (850) 245-2161 Fax: (850) 245-2190 Lauren.Milligan@dep.state.fl.us</p>	<p><u>GEORGIA</u> Barbara Jackson Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 Fax: (404) 656-7901 gach@mail.opb.state.ga.us</p>
<p><u>ILLINOIS</u> Roukaya McCaffrey Department of Commerce and Economic Opportunities 620 East Adams, 6th Floor Springfield, Illinois 62701 Telephone: (217) 524-0188 Fax (217) 558-0473 roukaya_mccaffrey@illinoisbiz.biz</p>	<p><u>IOWA</u> Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 Fax: (515) 242-4809 steve.mccann@ided.state.ia.us</p>
<p><u>KENTUCKY</u> Ron Cook Department for Local Government 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 Fax: (502) 573-2512 ron.cook@mail.state.ky.us</p>	<p><u>MAINE</u> Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 (direct) (207) 287-1461 Fax: (207) 287-6489 joyce.benson@state.me.us</p>
<p><u>MARYLAND</u> Linda C. Janey, J.D. Director, Capital Plng. & Devel. Review Maryland Department of Planning 301 West Preston Street, Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 Fax: (410) 767-4480 linda@mail.op.state.md.us</p>	<p><u>MICHIGAN</u> Richard Pfaff Southeast Michigan Council of Governments 535 Griswold, Suite 300 Detroit, Michigan 48226 Telephone: (313) 961-4266 Fax: (313) 961-4869 pfaff@semcoq.org</p>
<p><u>MISSISSIPPI</u> Cathy Mallette Clearinghouse Officer Department of Finance and Administration 1301 Woolfolk Building, Suite E 501 North West Street Jackson, Mississippi 39201 Telephone: (601) 359-6762 Fax: (601) 359-6758</p>	<p><u>MISSOURI</u> Angela Boessen Federal Assistance Clearinghouse Office of Administration P.O. Box 809 Truman Building, Room 840 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 Fax: (573) 522-4395 igr@mail.oa.state.mo.us</p>

<p><u>NEVADA</u> Heather Elliott Department of Administration State Clearinghouse 209 E. Musser Street, Room 200 Carson City, Nevada 89701 Telephone: (775) 684-0209 Fax: (775) 684-0260 helliott@govmail.state.nv.us</p>	<p><u>NEW HAMPSHIRE</u> Jeffrey H. Taylor Director, New Hampshire Office of State Planning Attn: Intergovernmental Review Process Mike Blake 2-1/2 Beacon Street Concord, New Hampshire 03301 Telephone: (603) 271-2155 Fax: (603) 271-1728 jtaylor@osp.state.nh.us</p>
<p><u>NEW MEXICO</u> Ken Hughes Local Government Division Room 201 Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 Fax: (505) 827-4948 khughes@dfa.state.nm.us</p>	<p><u>NEW YORK</u> Linda Shkreli Office of Public Security Homeland Security Grants Coordination 633 3rd Avenue New York, NY 10017 Telephone: (212) 867-1289 Fax: (212) 867-1725</p>
<p><u>NORTH DAKOTA</u> Jim Boyd Division of Community Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 Fax: (701) 328-2308 jboyd@state.nd.us</p>	<p><u>RHODE ISLAND</u> Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence, Rhode Island 02908-5870 Telephone: (401) 222-2093 Fax: (401) 222-2083 knelson@doa.state.ri.us</p>
<p><u>SOUTH CAROLINA</u> SC Clearinghouse Budget and Control Board Office of State Budget 1201 Main Street, Suite 950 Columbia, South Carolina 29201 Telephone: (803) 734-0494 Fax: (803) 734-0645 clearinghouse@budget.state.sc.us</p>	<p><u>TEXAS</u> Denise S. Francis Director, State Grants Team Governor's Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 Fax: (512) 936-2681 dfrancis@governor.state.tx.us</p>
<p><u>UTAH</u> Clare Walters Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol, Room 116 Salt Lake City, Utah 84114 Telephone: (801) 538-1555 Fax: (801) 538-1547 cwalters@utah.gov</p>	<p><u>WEST VIRGINIA</u> Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 Fax: (304) 558-3248 fcutlip@wvdo.org</p>
<p><u>WISCONSIN</u> Jeff Smith Section Chief, Federal/State Relations Wisconsin Department of Administration 101 East Wilson Street, 6th Floor P.O. Box 7868 Madison, Wisconsin 53707 Telephone: (608) 266-0267 Fax: (608) 267-6931 jeffrey.smith@doa.state.wi.us</p>	

AMERICAN SAMOA Pat M. Galea'i Federal Grants/Programs Coordinator Office of Federal Programs/Office of the Governor Department of Commerce American Samoa Government Pago Pago, American Samoa 96799 Telephone: (684) 633-5155 Fax: (684) 633-4195 pmgaleai@samoatelco.com	GUAM Director Bureau of Budget and Mgmt. Research Office of the Governor P.O. Box 2950 Agana, Guam 96910 Telephone: 011-671-472-2285 Fax: 011-472-2825 jer@ns.gov.gu
NORTH MARIANA ISLANDS Ms. Jacoba T. Seman Federal Programs Coordinator Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (670) 664-2289 Fax: (670) 664-2272 omb.jseman@saipan.com	PUERTO RICO Jose Caballero / Mayra Silva Puerto Rico Planning Board Federal Proposals Review Office Minillas Government Center P.O. Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: (787) 723-6190 Fax: (787) 722-6783
VIRGIN ISLANDS Ira Mills Director, Office of Management and Budget #41 Norre Gade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 Telephone: (340) 774-0750 Fax: (340) 776-0069 irmills@usvi.org	

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to grants@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

IX. FREQUENTLY ASKED QUESTIONS

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you're uncertain about any aspects of this application package, contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority for this grant competition, it will not be considered for funding.
- A panel of three persons from the drug abuse and violence prevention, and counseling fields will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not allowed to give you "the benefit of the doubt"; therefore, if it is not in your application, they cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification for each proposed project year.
- Be sure to submit your application **on or before** the deadline date of March 19, 2004.

What is the goal of this grant competition?

- The goal of this grant competition is to provide funds to elementary schools to establish or expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs.

How much money is available under this grant competition?

- We expect to make available approximately \$11.5 million for this program in Fiscal Year 2004.

➤

How many new awards will be made?

- We estimate that we will make 35 new awards in Fiscal Year 2004.

What is the estimated range of funding for projects under this program?

- We estimate that the average award under this program will be \$250,000 - \$400,000. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

Is there a matching requirement?

- No.

What is an indirect cost rate?

- The indirect cost rate is the negotiated rate between the applicant and cognizant Federal agency for indirect costs. For more information about indirect cost rates, please visit <http://www.ed.gov/about/offices/list/ocfo/intro.html?exp=0> .

Does this program use a restricted or unrestricted indirect cost rate?

- Because this program requires that grantees use funds to supplement, not supplant other Federal, State, or local funds used for providing school-based counseling and mental health services to students, applicants must use their negotiated, restricted indirect cost rate.

Can grant funds be used to support professional development activities?

- Yes, as long as the activities directly support the purposes of the grant.

Are there guidelines for how much money can be spent on consultants? What is the daily limit and is there a cap?

- There is no daily limit or cap for consultant fees. Information related to these fees should be included on ED Form 524 under the Budget Categories of Contractual or Other. Also, applicants should be sure to fully substantiate all expenditures in the budget narrative.

What is the project period for these grants?

- The maximum project period for these grants is 36 months. Projects will be funded for one year with an option for two additional years, contingent upon substantial progress and the availability of future funds.

What is the deadline date for applications under this grant competition?

- March 19, 2004.

May I get an extension of the deadline date?

- Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described under the section on e-Applications. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

Who is eligible to apply?

- This grant competition is open to local educational agencies (LEAs) only.

What information should I include in my application?

- Complete instructions are given in the application package. Requested information includes:
 - ✓ results of a thorough needs assessment of objective data;
 - ✓ an established set of specific and measurable goals and objectives linked to identified needs;
 - ✓ counseling strategies that research or evaluation has shown to be effective in providing counseling services to elementary school students; and
 - ✓ evaluation methods to refine, improve, and strengthen the program and refine goals and objectives as appropriate.

How does the Freedom of Information Act affect my application?

- The Freedom of Information Act (FOIA) was enacted in 1966 and provides that any person has the right to request access to Federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

Who do I contact for more information about this grant competition?

- Any questions pertaining to this grant competition should be directed to Ms. Loretta McDaniel, Program Analyst, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E220, Washington, DC 20202-6123, Phone: 202/260-2661, Fax: 202/260-7767, E-mail: loretta.mcdaniel@ed.gov

X. AUTHORIZING STATUTE AND FORMS

Authorizing Statute

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

as amended by

NO CHILD LEFT BEHIND ACT OF 2001

TITLE V – PROMOTING INFORMED PARENTAL CHOICE AND INNOVATIVE PROGRAMS

PART D – FUND FOR THE IMPROVEMENT OF EDUCATION

SEC. 5421. ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

`(a) GRANTS AUTHORIZED-

`(1) IN GENERAL- The Secretary is authorized to award grants to local educational agencies to enable such agencies to establish or expand elementary school and secondary school counseling programs that comply with the requirements of subsection (c)(2).

`(2) SPECIAL CONSIDERATION- In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that—

 `(A) demonstrate the greatest need for new or additional counseling services among children in the schools served by the local educational agency, in part by providing information on current ratios of students to school counselors, students to school social workers, and students to school psychologists;

 `(B) propose the most promising and innovative approaches for initiating or expanding school counseling; and

 `(C) show the greatest potential for replication and dissemination.

`(3) EQUITABLE DISTRIBUTION- In awarding grants under this section, the Secretary shall ensure an equitable geographic distribution among the regions of the United States and among local educational agencies located in urban, rural, and suburban areas.

`(4) DURATION- A grant under this section shall be awarded for a period not to exceed 3 years.

`(5) MAXIMUM GRANT- A grant awarded under this section shall not exceed \$400,000 for any fiscal year.

`(6) SUPPLEMENT, NOT SUPPLANT- Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, or local funds used for providing school-based counseling and mental health services to students.

`(b) APPLICATIONS-

`(1) IN GENERAL- Each local educational agency desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

`(2) CONTENTS- Each application for a grant under this section shall--

`(A) describe the school population to be targeted by the program, the particular counseling needs of such population, and the current school counseling resources available for meeting such needs;

`(B) describe the activities, services, and training to be provided by the program and the specific approaches to be used to meet the needs described in subparagraph (A);

`(C) describe the methods to be used to evaluate the outcomes and effectiveness of the program;

`(D) describe how the local educational agency will involve community groups, social service agencies, and other public and private entities in collaborative efforts to enhance the program and promote school-linked services integration;

`(E) document that the local educational agency has the personnel qualified to develop, implement, and administer the program;

`(F) describe how diverse cultural populations, if applicable, will be served through the program;

`(G) assure that the funds made available under this subpart for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students; and

`(H) assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, counseling services providers described in subsection (c)(2)(D), and community leaders, to advise the local educational agency on the design and implementation of the program.

`(c) USE OF FUNDS-

`(1) IN GENERAL- The Secretary is authorized to award grants to local educational agencies to enable the local educational agencies to initiate or expand elementary school or secondary school counseling programs that comply with the requirements of paragraph (2).

`(2) REQUIREMENTS- Each program funded under this section shall--

`(A) be comprehensive in addressing the counseling and educational needs of all students;

`(B) use a developmental, preventive approach to counseling;

`(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency;

`(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;

`(E) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decisionmaking, or academic and career planning, or to improve peer interaction;

`(F) provide counseling services in settings that meet the range of student needs;

`(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social

workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;

`(H) involve parents of participating students in the design, implementation, and evaluation of the counseling program;

`(I) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;

`(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;

`(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of 1 school counselor to 250 students, 1 school social worker to 800 students, and 1 school psychologist to 1,000 students; and

`(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

`(d) LIMITATION ON ADMINISTRATIVE COSTS- Not more than 4 percent of the amounts made available under this section for any fiscal year may be used for administrative costs to carry out this section.

`(e) DEFINITIONS- For the purpose of this section—

`(1) the term `child and adolescent psychiatrist' means an individual who--

`(A) possesses State medical licensure; and

`(B) has completed residency training programs in both general psychiatry and child and adolescent psychiatry;

`(2) the term `other qualified psychologist' means an individual who has demonstrated competence in counseling children in a school setting and who—

`(A) is licensed in psychology by the State in which the individual works; and

`(B) practices in the scope of the individual's education, training, and experience with children in school settings;

`(3) the term `school counselor' means an individual who has documented competence in counseling children and adolescents in a school setting and who--

`(A) is licensed by the State or certified by an independent professional regulatory authority;

`(B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or

`(C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

`(4) the term `school psychologist' means an individual who--

`(A) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting;

`(B) is licensed or certified in school psychology by the State in which the individual works; or

`(C) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and

`(5) the term 'school social worker' means an individual who--

`(A) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and

`(B)(i) is licensed or certified by the State in which services are provided; or

`(ii) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

`(f) **REPORT-** Not later than 2 years after assistance is made available to local educational agencies under subsection (c), the Secretary shall make publicly available a report—

`(1) evaluating the programs assisted pursuant to each grant under this subpart; and

`(2) outlining the information from local educational agencies regarding the ratios of students to-

-

`(A) school counselors;

`(B) school social workers; and

`(C) school psychologists.

`(g) **SPECIAL RULE-**

`(1) **AMOUNT EQUALS OR EXCEEDS \$40,000,000-** If the amount of funds made available by the Secretary for this subpart equals or exceeds \$40,000,000, the Secretary shall award not less than \$40,000,000 in grants to local educational agencies to enable the agencies to establish or expand counseling programs in elementary schools.

`(2) **AMOUNT LESS THAN \$40,000,000-** If the amount of funds made available by the Secretary for this subpart is less than \$40,000,000, the Secretary shall award grants to local educational agencies only to establish or expand counseling programs in elementary schools.

Forms

The required application forms are included in this package. Applicants can access additional copies of these forms by going to the grant forms website at:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html?exp=0>

Program Specific Assurances

As the duly authorized representative of the applicant, I certify that the applicant shall:

1. assure that the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. Six-month or one-year subscriptions to the daily, official Federal Register may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/fed-reg.html>. The Federal Register Complete Service also is available in microfiche on the same Web page. In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara>. Depository Library location and Federal Register services: http://www.archives.gov/federal_register/index.html.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFPs are now available on-line for downloading at the following Web site: <http://www.eps.gov/spg/ED/index.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal, which is non-responsive to the RFP. Six-month or one-year subscriptions to the CBD may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/cbd.html>. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1. The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following Web site: <http://cbdnet.access.gpo.gov>. The Federal Acquisition Regulations are available on-line at the following Web site: <http://www.arnet.gov/far>.

Other Information

Grant application receipt acknowledgment

If you fail to receive the notification of application receipt within 15 days from the closing date, call the U.S. Department of Education's Application Control Center at 202/708-9493.

Grant and contract funding information

The Department of Education provides information about grant and contract opportunities electronically in several ways:

Department of Education Web site for available grant applications -

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

Office of the Chief Financial Officer Web Page – <http://www.ed.gov/offices/OCFO/>

D-U-N-S number instructions

The D-U-N-S Number is a unique nine-digit number provided by Dun & Bradstreet that does not convey any information about the recipient. A built-in check helps to ensure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling 800/333-0505 or by completing a D-U-N-S Number Request Form on the Internet at the following Web site: <http://www.dnb.com>.

Note: Applicants are strongly encouraged to apply for a DUNS Number during the initial development of the application. We cannot make a grant award without an active D-U-N-S Number.

Use This Checklist in Preparing Your Application Package

- ☐ Application for Federal Education Assistance (ED Form 424) - Page 1
 - ✓ ED Form 424 has been completed according to the instructions and includes the nine-digit active D-U-N-S Number and Tax Identification Number.
 - ✓ ED Form 424 has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ☐ Table of Contents - Page 2
- ☐ Project Abstract - Page 3 (one page maximum)
- ☐ Project Narrative (up to 25 pages double-spaced)
- ☐ Budget Information Form (ED Form 524) and budget narrative
- ☐ Assurances—Non-Construction Programs (ED Form 424B), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ Certifications Regarding Lobbying (ED Form 80-0013), signed and dated by an authorized official (including original signature in at least one copy) **NOTE:** Certifications for Drug-Free Workplace and Debarment and Suspension are no longer required. The three-in-one form will be used for lobbying certification until a new form is developed.
- ☐ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ Program Specific Assurances Form, signed and dated by an authorized official (including original signature in at least one copy)
- ☐ A narrative response to the GEPA provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ☐ Copy of Applicant's Letter to State Single Point of Contact (Executive Order 12372)
- ☐ One signed original and two copies of the application (including all forms), plus one voluntarily submitted additional copy has been included. All copies are unbound. Each page is consecutively numbered.
- ☐ Mailing Address: U.S. Department of Education, Application Control Center, Attention: CFDA #84.215E, ROB 3 – Room 3671, 400 Maryland Avenue, SW, Washington, DC 20202-4725
- ☐ Deadline Date: Applications must be postmarked or hand delivered by **March 19, 2004** (see page 21 of this application package for additional application submission procedures).

For further information contact:

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Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) @ 1-800-877-8339 Monday through Friday between 8:00 a.m. and 8:00 p.m. (EDT).

Information about other funding opportunities, including copies of application notices for discretionary grant competitions can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Service (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at <http://www.ed.gov/fund/grant/find/edlite-forecast.html>.